***Infusing s For Cross-Curricular Projects In The Music Classroom***



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<http://bloomsinger.wordpress.com>



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From [*Wikipedia*](http://www.wikipedia.org/):

*The adage* [*“A picture is worth a thousand words”*](http://en.wikipedia.org/wiki/A_picture_is_worth_a_thousand_words) *refers to the idea that a complex idea can be conveyed with just a single still image. It also aptly characterizes one of the main goals of visualization, namely making it possible to absorb large amounts of data quickly.*

21st Century Learning [*Wordle*](http://www.wordle.net) URL and embed code:

<http://www.wordle.net/show/wrdl/2932092/21st_Century_Learning_Wordle>



21st Century Learning:



Information, Media, and Technology Skills:

* Critical thinking and problem solving
* Communication, collaboration, creativity, innovation
* Information literacy
* Media literacy
* Information, communication, and technology literacy
* Flexibility and adaptability
* Initiative and self-direction
* Social and cross-cultural skills
* Productivity and accountability
* Leadership and responsibility
* Interdisciplinary themes

21st Century Learning [*Prezi*](http://prezi.com/tpzxrvdgv5s_/21st-century-learning) URL and embed code:

<http://prezi.com/tpzxrvdgv5s_/21st-century-learning>

And, there’s the whole concept of [visual literacy](http://en.wikipedia.org/wiki/Visual_literacy%20http://) in general, which all savvy educators (including music educators) should be constantly addressing. Here are several good web sites related to [visualization](http://en.wikipedia.org/wiki/Visual_Learning) and [visual literacy](http://en.wikipedia.org/wiki/Visual_literacy):



[Visualization:](http://en.wikipedia.org/wiki/Visual_Learning)

•<http://en.wikipedia.org/wiki/A_picture_is_worth_a_thousand_words>

•<http://www.phschool.com/eteach/social_studies/2003_05/essay.html>

•<http://en.wikipedia.org/wiki/Visual_learning>

[Visual Literacy:](http://en.wikipedia.org/wiki/Visual_literacy)

•[Visual Literacy at Wikipedia](http://en.wikipedia.org/wiki/Visual_literacy)

•[Visual Literacy: An E-Learning Tutorial on Visualization for Communication, Engineering and Business](http://www.visual-literacy.org)

•[The International Visual Literacy Association](http://www.ivla.org)

•[A Periodic Table of Visualization Methods](http://www.visual-literacy.org/periodic_table/periodic_table.html)

•[Digital Glyphs: Imaging Ideas in a Visual World](http://eduscapes.com/sessions/digital/digital1.htm)

Every good music educator utilizes visuals and uncover visuals to help students process instruction, but digital visuals are so vivid, clean, and focus friendly (not to mention how animations hold student interest) that they are even more accommodating than a human model (at least for me). [65%](http://www.phschool.com/eteach/social_studies/2003_05/essay.html) of the students in the learning population are [visual learners](http://en.wikipedia.org/wiki/Visual_learning) or visual/auditory combination learners. The majority of my students are visual/auditory combination learners. So, in this era of brain-based instruction I now constantly use digital visuals projected on my [*SMART Board*](http://smarttech.com/us/Solutions/Education+Solutions/Products+for+education/Interactive+whiteboards+and+displays/SMART+Board+interactive+whiteboards)to help facilitate music instruction.

One of the most facilitative and effective [Web 2.0](http://en.wikipedia.org/wiki/Web_2.0" \t "_blank) vehicles for music educators to fuel collaborative, connective, cross-curricular, creativity and critical thinking driven, 21st Century Learning opportunities [21st Century Learning](http://prezi.com/tpzxrvdgv5s_/21st-century-learning/) (on [***Prezi***](http://prezi.com/)) in the music classroom is an uncomplicated and simply accessed [word cloud](http://en.wikipedia.org/wiki/Tag_cloud" \t "_blank) application called



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*So what's a* *[Wordle](http://www.wordle.net/" \t "_blank)*?



A *[Wordle](http://www.wordle.net/" \t "_blank)* is a [Cloud app](http://en.wikipedia.org/wiki/Cloud_computing" \t "_blank) where you can create a [word cloud](http://en.wikipedia.org/wiki/Tag_cloud" \t "_blank) (similar to a *[tag cloud](http://en.wikipedia.org/wiki/Tag_cloud" \t "_blank)*) from any source text that you copy and past into an import window, paste the URL from a blog, blog feed, or any web page that has an [RSS feed](http://en.wikipedia.org/wiki/RSS), or paste the URL from a <http://en.wikipedia.org/wiki/Social_bookmarking> (like [Delicious](http://www.delicious.com" \t "_blank) and [*Diigo*](http://www.diigo.com)).  *[Wordle](http://www.wordle.net/" \t "_blank)* [word clouds](http://en.wikipedia.org/wiki/Tag_cloud" \t "_blank) give greater visual prominence to words that appear most frequently in your text and you can edit your *[Wordle](http://www.wordle.net/" \t "_blank)* with different fonts, layouts, and color schemes. The [word cloud](http://en.wikipedia.org/wiki/Tag_cloud" \t "_blank) images that you create with *[Wordle](http://www.wordle.net/" \t "_blank)* can be embedded into your school blog site or web page, you can print them out to use with your document camera, and/or you can save them to the *[Wordle](http://www.wordle.net/" \t "_blank)* gallery to share with friends.

*Okay, so how do I create a* ***[Wordle](http://www.wordle.net/" \t "_blank)***?



It's super easy to create a ***[Wordle](http://www.wordle.net/" \t "_blank)***[:](http://www.wordle.net/" \t "_blank)

1. Open the text source that you want to make a word cloud with.
2. Go to: [http://www.wordle.net](http://www.wordle.net" \t "_blank)
3. Click on the Create tab in the top menu.
4. Copy and paste the text from the text source into the create window, then click on Go.  Note: ***[Wordle](http://www.wordle.net/" \t "_blank)*** will delete punctuation marks, italic text, bullets, etc. from your text.
5. Click on the Font tab to select which font you want to use in your ***[Wordle](http://www.wordle.net/" \t "_blank)***.
6. Click on the Language button to format the text in your ***[Wordle](http://www.wordle.net/" \t "_blank)***. Among the options here are removing common words, removing numbers, presenting words upper and lower case***,*** and getting a word count.
7. Click on the Layout tab to select the layout of your ***[Wordle](http://www.wordle.net/" \t "_blank)***. There are several options here, but I like to use round edges and half and half horizontal/vertical. You can also opt for the words to appear in Alphabetical Order if you prefer.
8. Click on the Color tab to edit your color scheme of your ***[Wordle](http://www.wordle.net/" \t "_blank)***. There are several pre-created options here, but you can edit a custom color palette with up to five colors if you prefer. You'll need to enter the standard html color codes (ex. #000000-black and #FFFFFF-white, etc.). You can access a great HTML color code chart (**[VisiBone](http://html-color-codes.com" \t "_blank)**) here: [http://html-color-codes.com](http://html-color-codes.com" \t "_blank)
9. Click on the Open in Window button to view your ***[Wordle](http://www.wordle.net/" \t "_blank)*** bigger.
10. Think twice before clicking on the Randomize button to scatter the words in your ***[Wordle](http://www.wordle.net/" \t "_blank)*** unless you really want to do this.
11. Click on the Save to public gallery button to give your ***[Wordle](http://www.wordle.net/" \t "_blank)*** a title, put your name on it, and/or include a comment about it for the gallery post. When you click on the OK button your ***[Wordle](http://www.wordle.net/" \t "_blank)*** will post to the public gallery and an [embed code](http://wiki.answers.com/Q/What_does_embed_code_mean" \t "_blank) will appear in a window below it for you to copy and paste. Important: Be sure to add a bookmark for your ***[Wordle](http://www.wordle.net/" \t "_blank)*** in your browser and/or at your favorite [social bookmarking web service](http://en.wikipedia.org/wiki/Social_bookmarking" \t "_blank) (like **[Delicious](http://www.delicious.com/" \t "_blank)** and [Diigo](http://www.diigo.com)). I also like to also copy and paste both the web address from my browser address bar and the embed code into a text document for "just in case" storage and I also always capture a screen shot of my ***[Wordles](http://www.wordle.net/gallery" \t "_blank)*** and save them as jpegs.
12. Click on print to simply print out your ***[Wordle](http://www.wordle.net/" \t "_blank)*** to use a hard copy with your document camera.

There are other great [*word cloud*](http://en.wikipedia.org/wiki/Tag_cloud) apps out there. Here are a few of the most popular ones:  
  
Word Cloud Apps:



•[Wordle](http://www.wordle.net/)

•[Tagxedo](http://www.tagxedo.com/)

•[ABCYa](http://www.abcya.com/word_clouds.htm)

•[Word It Out](http://worditout.com/)

So, how would I use a [Wordle](http://www.wordle.net/" \t "_blank)in the music classroom to align with our Instructional Framework and Tier 1 Core Instruction Model (Brain Based and Differentiated)?



*Infusing* [*Wordles*](http://www.wordle.net) *For Cross-Curricular Projects In The Music Classroom* URL and embed code:

<http://www.wordle.net/show/wrdl/2959167/Infusing_Wordles_For_Cross-Curricular_Projects_In_The_Music_Classroom_Wordle>

By infusing music lessons, projects, and activities with **[Wordles](http://www.wordle.net/gallery" \t "_blank)** derived from literary works in various language arts *genres*, such as poems, prose, limericks, nonsense words, haikus, stories, legends, folk tales, fairy tales, nursery rhymes, proverbs, narratives, song texts and lyrics, student authored writings and compositions, various forms of *information* and *reference text*, *vocabulary words*, and *standards, anchor, KWL, rubric component* and *data charts*, and *learning scaffolds*, music educators can unleash the power of the written and spoken word to:



*Prepare Students To Learn*

* Introduce learning settings, *map* learning landscapes, and *frontload* and *launch* learning *contexts to build background* for learning, *prompt* students' writings.
* Initiate *essential questions* to *activate prior knowledge* and instigate students to make learning *connections* from their own experiences and *filters*, determine student *knowledge base* and *transition* to interface *windows of further learning*.

*Clarify Purpose*

* Impel student *engagement* and *interaction*, *focus students' attention* on *new information* to be covered*,* and *frame the lesson* to *make information meaningful and relevant* by telling “*compelling stories*”.
* Integrate *standards visuals*, *KWL charts, anchor charts*, *rubric component charts*, and *learning scaffolds*.

*Present New Learning*

* Invigorate *rigor* and *relevance* in instruction by providing *visualization* for the visual/linguistic learners (statistics say 65% of the population) in the classroom.
* Intensify and clarify *explicit instruction* through *visualization*, *chunking* information, and providing visually focused *think time*.

*Model*

* *Transport* and *transfer modifications* for *learning styles* (visual and linguistic learners) and *accommodations* for Special Needs and ESL learners during *teacher modeling*, *mini-lessons*, *think alouds*, *read alouds*, and *re-teaching* (formatting, language, font, color coding, layout).

*Check for Understanding*

* Navigate *differentiated instruction* (*content, process*, *product*)learning activities by *entry levels*, *interests*, and *learning profiles* (*multiple intelligences*, *cultural differences*, *modalities*, etc.) (especially useful for facilitating *questioning*, *flexible grouping*, and *enrichment*).
* Interpret *critical word*s in stories, songs, and students' own *creative, narrative* and *persuasive writings*, locate *power words*, and sort and categorize music and other *content area* *vocabulary word sets,* organize *inferences,* and implant *music concept words*.

*Practice*

* Propel *critical thinking* into *synthesis* by offering a format for *manipulating newly learned information* *in rehearsal* (*rote* and *elaborative), guided practice*, and *review*.
* Connect learning *across the curriculum* to various *content areas* and accelerate *information literacy*.
* Integrate (the written and spoken word) as the *framework* for music and movement activities (*Orff* methodology).
* Inspire *creativity*, *re-creation*, and *composition* in music and other content areas (with [Wordles](http://www.wordle.net/gallery" \t "_blank) serving as *prompts* or student end products).
* Cultivate *connectivity*, *collaborative learning*, and *innovation*.

*Assess*

* Drive *formative* and *summative assessments*.
* Steer *summary*, *journaling*, *reflective analysis*, *closure*, and *follow-up* activities.

Here’s an example of utilizing a [*Wordle*](http://www.wordle.net) for a cross-curricular project in music:



*The Dream Keeper* Project [*Wordle*](http://www.wordle.net)URL and embed code:

<http://www.wordle.net/show/wrdl/2927792/The_Dream_Keeper>



In an ongoing project entitled, The Dream Keeper (in conjunction with Dr. Martin Luther King Day on January 17), the Haley Elementary School Fifth Grade students will interact with the following [*Wordle*](http://www.wordle.net)[*word cloud*](http://en.wikipedia.org/wiki/Tag_cloud) created from the words of three jazz poems by Langston Hughes, The Dream Keeper, Dreams, and Dream Dust from the book, The Dream Keeper and Other Poems (Langston Hughes, illustrated by Brian Pinkney, New York: Alfred A. Knopf, (The Estate of Langston Hughes), 1994).

*The Dream Keeper* Project Description:

1. Students will perform and record (with a digital recorder) improvised and canonic readings of the Langston Hughes jazz poems (preceded by improvised chantings of the words in The Dream Keeper [**Wordle**](http://www.wordle.net/thumb/wrdl/2927792/The_Dream_Keeper) to enter into the context of improvisation) accompanied by improvised Dream Keeper motives on pitched percussion Orff instruments (metallophones and glockenspiels).
2. They will sing 3 Dream Ostinatos, accompanied by an improvised Dream Keeper jazz accompaniment using Orff instruments and unpitched percussion (teacher created Orff arrangement), then, perform the combined creative elements in rondo form.
3. They will create Dream Cloud visuals (by writing on Dream Clouds on their class’s The Dream Keeper Project SMART Notebook file page) about their own dreams and aspirations (by answering leading questions derived from the words in The Dream Keeper [**Wordle**](http://www.wordle.net/thumb/wrdl/2927792/The_Dream_Keeper) and cultural arts information web sites about Langston Hughes, then, write reflections (narrative writings) about their Dream Clouds (using a Dream Cloud prompt template) in comments posted to the Haley Musicbloggers Weblog (as “Music Buddies” in the Haley Music Technology Lab).
4. They will create Dreamers dance improvisations to portray both the words from the poems in The Dream Keeper [**Wordle**](http://www.wordle.net/thumb/wrdl/2927792/The_Dream_Keeper) and their own Dream Cloud visuals.
5. They will create their own notated jazz Dream Keeper compositions (using a teacher created template).
6. They will creatively communicate a performance which will include all of the creative elements of the project both during an all-school assembly and in a videoconference collaborating with students from a partner school.
7. They will storyboard and videotape the presentation using Flip video cameras, edit the video in iMovie, then, will post the edited video of the presentation is posted to SchoolTube.
8. They will critique their performance of The Dream Keeper Project by posting comments (using the Dream Keeper Project Critique template) in comments posted to the Haley Musicbloggers Weblog.
9. They will collaborate in varying creative roles in the completion of the project: Readers (poetry), Singers (ostinatos), Writers (Dream Clouds on SMART Board and Haley Musicbloggers Weblog), Researchers (Langston Hughes) Players (The Dream Keeper Orff arrangement and jazz improvisation), Dancers (Dreamers dance improvisations), Artists (Scratch Dream Clouds), Composers (notated Dream Keeper improvisations), Conductor, Technicians (Smart Board files, digital recorder, music technology workstations, Tandberg Machine), and Videographers (Flip cams), Critics (The Dream Keeper Project Critique template).
10. During the course of the project the students will review the criteria included in the Music Project Collaboration Rubric and utilize the Music Project Collaboration Checklist as they collaborate as “Music Buddies” in varying roles in the completion of the project.

You can access the Dream Keeper Project[*Wordle*](http://www.wordle.net) by clicking the thumbnail below:



You can access the *[Infusing Wordles For Cross-Curricular Projects In The Music](https://docs.google.com/document/d/1Zly0H4hEfQEc_LUjRzcmReSdSsQzlwAqZc7r9zjAFP4/edit?hl=en" \t "_parent)*

*[Classroom](https://docs.google.com/document/d/1Zly0H4hEfQEc_LUjRzcmReSdSsQzlwAqZc7r9zjAFP4/edit?hl=en" \t "_parent)*handout (Google doc) at: <https://docs.google.com/document/d/1ZEW7Tvo9SFmy25Og8DWbS27CXzvxUt4CM8MrNqOGPhQ/edit?hl=en>

You can access the *[Infusing Wordles For Cross-Curricular Projects In The Music](http://bloomsinger.wordpress.com/2010/12/29/infusing-wordles-for-cross-curricular-projects-in-the-music-classroom" \t "_parent)*

*[Classroom](http://bloomsinger.wordpress.com/2010/12/29/infusing-wordles-for-cross-curricular-projects-in-the-music-classroom" \t "_parent)*blog post at .



You can access additional resources at the

*[Infusing Wordles For Cross-Curricular Projects In The Music Classroom](http://musingswiki.wikispaces.com/Web+2.0+and+Cloud+Apps" \t "_parent)* section (scroll

down) at the *[Web 2.0 and Cloud Apps](http://musingswiki.wikispaces.com/Web+2.0+and+Cloud+Apps" \t "_parent)*page at the .



***Infusing*** [***Wordles***](http://www.wordle.net) ***For Cross-Curricular Projects In The Music Classroom* Web Resources:**



Visualization: <http://en.wikipedia.org/wiki/A_picture_is_worth_a_thousand_words>

21st Century Learning:

<http://www.ascd.org/research-a-topic/21st-century-skills-resources.aspx>

<http://www.p21.org>

Web 2.0: <http://en.wikipedia.org/wiki/Web_2.0>

Cloud Computing:

<http://en.wikipedia.org/wiki/Cloud_computing>

<http://www.webopedia.com/TERM/C/cloud_app.html>

<http://www.microsoft.com/en-us/cloud/tools-resources.aspx?CR_CC=200010704&WT.srch=1&WT.mc_id=9085B8A0-05BC-4268-93ED-A40E05E22519&CR_SCC=200010704>

[Wordle:](http://www.wordle.net) <http://www.wordle.net>

Word/Tag Clouds:

<http://en.wikipedia.org/wiki/Tag_cloud>

<http://www.wordle.net>

<http://www.tagxedo.com>

<http://www.abcya.com/word_clouds.htm>

<http://worditout.com>

Social Bookmarking Social Bookmarking Web Services:

<http://en.wikipedia.org/wiki/Social_bookmarking>

<http://en.wikipedia.org/wiki/Delicious_(website>)

<http://www.delicious.com>

<http://www.diigo.com>

Web Color Chart:

<http://html-color-codes.com>

<http://www.visibone.com>

Embed Code: <http://wiki.answers.com/Q/What_does_embed_code_mean>

RSS Feed: <http://en.wikipedia.org/wiki/RSS>